Eureka Math *A Story of Units*
Second Grade – Module 6
2015-2016

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Materials based on Eureka Math Version 3 (no changes from Version 2).

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.
3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.
2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 6 Grading Guidance:

- The standards assessed in Module 6 will not be assessed again. (See checklist on page 3.)

Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 6.** *Note that standards included in major clusters are followed by an asterisk (*).* Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

Second Grade Module 6: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 6: Mid Module Assessment	
	Domain	**Standard**
Question	Operations and Algebraic Thinking	2.OA.4
1	1 2 3 4	X
2	1 2 3 4	X
3	1 2 3	X
4	1 2 3 4	X

Domain Score	Operations and Algebraic Thinking	
Total Points		
Level	4	14-15 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 6: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Cluster and Standard Addressed
Work with equal groups of objects to gain foundations for multiplication. **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Second Grade Module 6: Mid Module Assessment Task Rubric

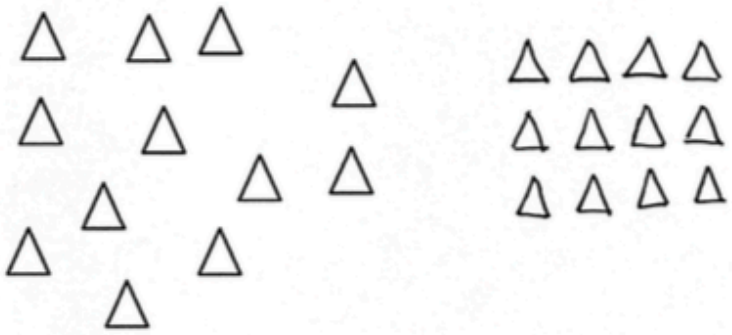
A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **2.OA.4**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** Draws triangles in an array. Possible arrays include: 1 row of 12, 12 rows or 1, 2 rows of 6, 6 rows of 2, 3 rows of 4, or 4 rows of 3. b. **(2)** Circles one row and one column. c. **(3)** Answers 2 + 2 + 2 + 2 + 2 = 10. d. **(4)** Draws a tape diagram to match the addition sentence in Part (c).			
2 **2.OA.4**	The student solves **0-1** out of three parts correctly.	The student solves **2** out of three parts correctly.	The student solves **3** out of three parts correctly.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** Circles both 5 + 5 + 5 and **(2)** 3 + 3 + 3 + 3 + 3. b. **(3)** Writes 5 + 5 + 5 + 5 = 20 or 4 + 4 + 4 + 4 + 4 = 20. c. **(4)** Draws an array showing 4 columns of 5.			
3 **2.OA.4**	The student correctly answers **0** out of two parts.	The student correctly answers **1** of the two parts.	The student correctly answers **2** of the two parts. (See below.)	No level 4 is available for this item.
	a. **(1)** Draws an array showing 3 rows of 5. b. **(2)** Answers 5 + 5 + 5 = 15.			
4 **2.OA.4**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** Draws an array to show 3 rows of 3, and **(2)** draws an array to show either 2 rows of 5 or 5 rows of 2. b. **(3)** Answers that Sarah would make more money with Choice 2 and **(4)** clearly explains why.			

Second Grade Module 6: Mid-Module Assessment Task Key

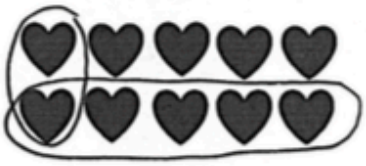
Name Roberto Date _____

1.

a. Redraw the objects below in an array.



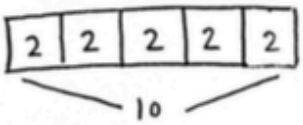
b. Circle one column. Then, circle one row.



c. Write a repeated addition number sentence to match the columns of hearts.

2+2+2+2+2=10

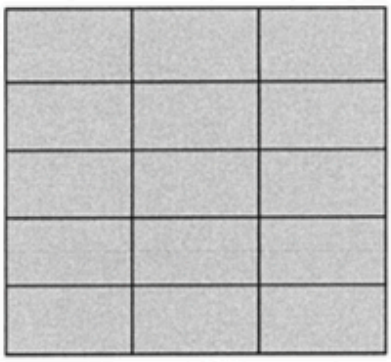
d. Draw and label a tape diagram to match your addition sentence and array.



Second Grade Module 6: Mid-Module Assessment Task Key (continued)

2.

a. Circle all the expressions that describe the array.



3 + 3 + 3 + 3 | 3 + 5 | (5 + 5 + 5)

5 + 5 + 5 + 5 + 5 | (3 + 3 + 3 + 3 + 3) | 10 + 3

b. Count the smiley faces one row at a time. Write a repeated addition number sentence to find the total.

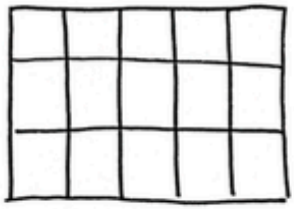
5 + 5 + 5 + 5 = 20

Second Grade Module 6: Mid-Module Assessment Task Key (continued)

c. Draw an array to match 5 + 5 + 5 + 5, where 5 is the number of objects in the column.

3.

a. Draw an array with 15 squares where one row is made of 5 squares.



b. Write a repeated addition sentence to match the array you drew in 3(a), showing the addition of the number in each row.

5 + 5 + 5 = 15

Second Grade Module 6: Mid-Module Assessment Task Key (continued)

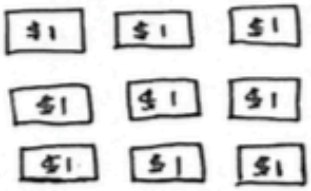
4. Sarah won a prize at school! Her teacher said that she would have two choices for the prize:

   Choice 1: Get $3 a day for the next 3 days.

   Choice 2: Get $2 a day for the next 5 days.

a. Draw an array for each choice.

CHOICE 1:



CHOICE 2:

b. Which way would Sarah get more money? Explain how you know.

Sarah would get more money with choice 2 because that would be $10, and choice 1 would only be $9. Choice 1 comes out to $9 because 3+3+3 is 9. Choice 2 comes out to $10 because 2+2+2+2+2 is 10.

Second Grade Module 6: End of Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 6: End-of-Module Assessment				
	Domain		**Standards**		
Question	Operations and Algebraic Thinking	Geometry	2.OA.3	2.OA.4	2.G.2
1	1 2 3 4		X		
2		1 2 3 4			X
3	1 2 3 4		X	X	
4 a, c	1 2 3 4		X		
4 b		1 2 3			X

Domain Score	Operations and Algebraic Thinking		Geometry	
Total Points				
Level	4	11-12 points	4	7 points
	3	8-10 points	3	5-6 points
	2	5-7 points	2	3-4 points
	1	3-4 points	1	2 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 6: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters Standards Addressed
Work with equal groups of objects to gain foundations for multiplication.
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Reason with shapes and their attributes.
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Second Grade Module 6: End-of-Module Assessment Task Rubric

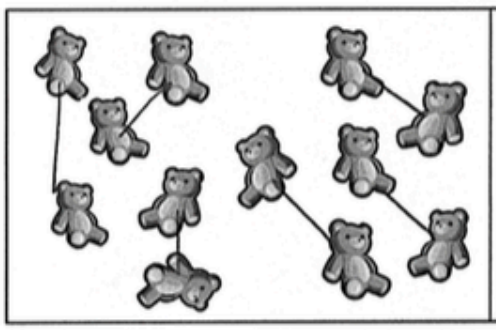
A Progression of Learning				
Assessment Task Item and Standards Assessed	**STEP 1** **Little or no evidence of reasoning with an incorrect answer.** **(1 Point)**	**STEP 2** **Evidence of some reasoning with an incorrect answer.** **(2 Points)**	**STEP 3** **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.** **(3 Points)**	**STEP 4** **Evidence of solid reasoning with a correct answer.** **(4 Points)**
1 **2.OA.3**	The student correctly answers **0-1** of the three parts.	The student correctly answers **2** of the three parts.	The student correctly answers **3** of the three parts. (See below.)	The student correctly answers **3** of the three parts, with **two or more reasons** provided for part b.
	a. **(1)** Answers *even* and **(2)** explains thinking using pictures, numbers, or words. b. **(3)** Explains that a number is even using at least one of the following reasons: ▪ A number that occurs as we skip count by twos. ▪ When objects are paired with none left over. ▪ A number that is twice a whole number (double). ▪ A number whose last digit is 0, 2, 4, 6, or 8.			
2 **2.G.2**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** Completes the array to show 4 rows of 6. b. **(2)** Completes the array to show 3 rows of 5 and **(3)** gives a repeated addition sentence of 5 + 5 + 5 = 15 or 3 + 3 + 3 + 3 + 3 = 15. c. **(4)** Draws a different array using 12 squares.			
3 **2.OA.3** **2.OA.4**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. **(1)** Answers 8 and **(2)** explains thinking using pictures, numbers, or words. b. **(3)** Answers 3 and **(4)** explains thinking using pictures, numbers, or words.			
4a, c **2.OA.3** **Rubric for 4b is below.**	The student correctly answers **0-1** of the four parts.	The student correctly answers **2** of the four parts.	The student correctly answers **3** of the four parts.	The student correctly answers **4** of the four parts. (See below.)
	a. (1) Answers *yes* and **(2)** gives an explanation as to why 14 is even using at least one of the reasons stated in 1(b). **c. (3)** Answers 7 and **(4)** explains thinking using pictures, numbers, or words.			
4b **2.G.2**	The student is unable to complete the array.	The student completes the array, but does not show 2 rows of 7.	The student correctly completes the array to show 2 rows of 7.	No level 4 available for this item.

Second Grade Module 6: End-of-Module Assessment Task Key

Name Roberto Date _____

1.

a. Does the picture below show an even or an odd number of teddy bears? Explain your thinking using pictures, numbers, or words in the box on the right.



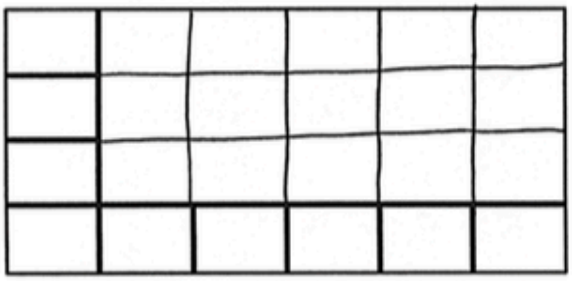
The number of bears is even because I can pair them up with none left over.

b. Explain how you know if a number is even.

A number is even if you can pair the objects like in Problem 1 (a), if you can count by twos to that number, and a number is even if it has 0, 2, 4, 6, or 8 in the ones place.

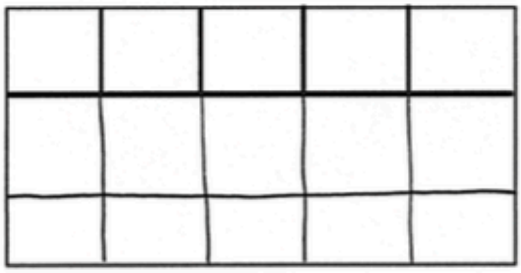
2.

a. Complete the array.



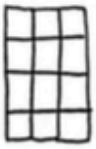
Second Grade Module 6: End-of-Module Assessment Task Key (continued)

b. Using the entire rectangle, draw 3 rows of 5 squares. The first row is done for you. Then, write a repeated addition sentence that describes your array.



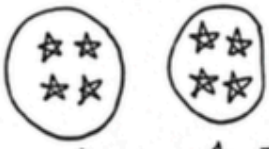
5 + 5 + 5 = 15

c. Henry drew the rectangle below using 12 squares. Draw a different rectangle using 12 squares.



3. Complete each sentence. Explain your thinking using pictures, numbers, or words.

a. 2 groups of 4 make 8.



4 + 4 = 8

b. 3 groups of 2 make 6.

2 + 2 + 2 = 6

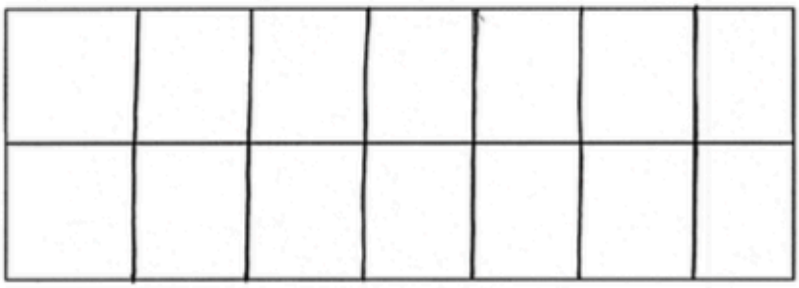
Second Grade Module 6: End-of-Module Assessment Task Key (continued)

4.

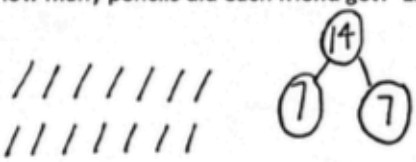
a. Alex says that 14 is an even number. Do you agree with him? Explain your thinking using pictures, numbers, or words.

I agree. 14 is even because it has a 4 in the ones place. Also 7+7=14, so it's a double. Doubles are even.

b. Draw an array using 14 squares in 2 rows. The rows have been drawn for you.



c. Alex has 14 pencils. He gives all of his pencils to his two friends. Each friend gets the same number of pencils. How many pencils did each friend get? Explain your thinking using pictures, numbers, or words.



7+7=14, so each friend got 7 pencils. The array shows how he put the pencils in 2 equal groups. When I counted I found he put 7 pencils in each group.